

PREFACE

“Research tells us that the most important factors associated with improved student achievement are the knowledge and instructional skills of teachers. Therefore, policymakers and education leaders should do everything possible to guarantee that every child is met at the classroom door, every day, by a well-educated professional who is properly prepared for his or her responsibilities.”

Meeting the Challenge, November 1998
Missouri State Board of Education

The State Board of Education recently issued *Meeting the Challenge: Providing Superior Public Education for All Missouri Students*, a report outlining goals and priorities for public education in Missouri during the first part of the next century. The State Board clearly recognized the critical role of classroom teachers in improving our public schools and preparing our children and youth for life in the 21st century. Ultimately the success of our school-improvement initiatives comes down to the quality of teaching that is occurring in classrooms throughout Missouri.

A majority of our public school teachers receive their initial preparation for the classroom at Missouri colleges and universities. These colleges and universities and Missouri’s public schools must become partners in the effort to strengthen the quality of teaching in our state. We must work together to attract and retain top-flight prospects to the profession, prepare them effectively for the real world, and provide appropriate support throughout their careers.

The Department of Elementary and Secondary Education has published this first set of “Missouri Teacher Preparation Institution Profiles” to help build that partnership. Through these profiles, we want to encourage stronger relationships between the institutions that prepare Missouri’s teachers and the school districts that employ those teachers. We hope both school districts and teacher preparation institutions will help recruit top-quality candidates for the teaching profession. We also ask our colleges of education and employer districts to consider how they build competence and commitment among our future and beginning teachers.

This initial set of profiles was prepared by a team of staff members from the teacher education, teacher certification, information technology, school core data, publications, and research and planning sections at the Department of Elementary and Secondary Education. This group received excellent cooperation and assistance from the staff and faculty at our teacher preparation institutions, the Missouri Department of Higher Education, the Assessment Resource Center at the University of Missouri-Columbia, ACT Research Services, and the Educational Testing Service. We would also like to thank the executive board of the Missouri Association of Colleges of Teacher Education; the “Education Conference,” which includes the deans of our colleges of education; and the Missouri Advisory Council of Certification for Educators for taking the time to review sample profiles and provide us with useful feedback.

Robert E. Bartman
Missouri Commissioner of Education

INTRODUCTION

This publication contains profiles of 34 of Missouri's 36 teacher preparation institutions with programs approved by the State Board of Education. The two newest teacher preparation programs in the state—at the University of Missouri-Rolla (approved in 1998) and at Westminster College in Fulton (approved in 1997)—are not included in this report. Much of the data presented in the profiles looks at the individuals recommended for initial certification by institutions in 1997; neither of the new programs had 1997 “program completers.”

Information in the profiles is presented in four major sections: General Information, Resources, Education Processes, and Performance.

Under “General Information,” readers will find data about both the institution and its teacher preparation program (enrollments, entrance requirements, demographic data about the individuals recommended for initial Missouri certification in 1997, etc.).

Information about faculty of the institution and the education program is presented under “Resources.” The “Education Processes” section contains information about student-to-faculty ratios and average class size, as well as descriptions of the practical experience requirements for education majors, partnerships the institution has formed with local schools, and co-curricular programs that the institutions provide to enhance learning opportunities for their teacher education students. Finally, under “Performance,” data are presented about the numbers recommended for certification in various subject areas and grade levels, their performance on the National Teachers' Exam, and their employment in the Missouri public education system.

Data included in the profiles were drawn from a variety of sources: the Department's Core Data and certification databases; preliminary reports prepared by the institutions to meet requirements of the new Missouri Standards for Teacher Education Programs (MoSTEP); the Department of Higher Education; individual institution publications, Internet sites, and accreditation reports; and databases of the Educational Testing Service and the Assessment Resource Center at the University of Missouri-Columbia. Specific sources are cited, item by item, throughout the profiles.

Explanations of various data elements are provided with either an asterisk or a superscript number. Asterisk notes can be found within the text of the profiles. The superscript numbers refer to the more extensive publication “Notes” on page ix. For more information about the data presented in the profiles, contact the Teacher Education Section at the Department of Elementary and Secondary Education (573-751-0371).

NOTES

1. Average ACT Score of Incoming Freshmen, 1993. Much of the information presented in the profiles focuses on the group recommended for initial certification by the institution in 1997. Because many of those individuals would have entered the subject institution in the fall of 1993, the average ACT score of the institution's 1993 freshman class is provided for comparison.
2. Education Program Completers. The profiles focus on individuals who completed the education program at the institutions and were recommended for initial Missouri certification by the institutions in 1997. More precisely, these individuals were entered in the teacher certification database at the Department of Elementary and Secondary Education between Jan. 1, 1997, and Dec. 31, 1997.
3. Average ACT Score of Individuals Recommended for Initial Certification in 1997. This was calculated by ACT Research Services using the scores of individuals recommended for initial certification in 1997 who took the test in 1989 or later. The scores of those who took the ACT before 1989 were not included because of test and scoring differences.
4. C-BASE Scores of Individuals Recommended for Initial Certification in 1997. The scores do not reflect the performance of 100 percent of the individuals recommended for initial certification in 1997. Persons who earn a bachelor's degree before completing a teacher preparation program are not required to take the C-BASE. Other discrepancies may result from incorrect data entry. Minimum, maximum and median scores are provided in the first chart for those who passed all five subjects on their first try and in the second chart for those who passed all five subjects in one or more attempts. The second chart is a total, which includes the individuals who passed all five subjects on their first try. The median score of all those recommended for certification in 1997 **statewide** appears in parentheses after the subject area in the second chart.
5. Individuals Recommended for Initial Certification in 1997, Employed in Missouri public schools in 1997-98. This number does not include individuals employed in public schools in another state, employed in private schools in Missouri or another state, or who received their teaching credentials but were employed in another field or unemployed. The number includes all individuals who received initial certification in 1997 and were employed by a Missouri school district, whether as a teacher, administrator, guidance counselor, librarian, or in another position reported by the district in the Core Data system.
6. "Lapsed," under "Certification Status as of Sept. 1, 1998." Of those who received initial Missouri certification in 1992, based on recommendations from the institution, these individuals did not take the steps necessary to maintain active status.
7. Missouri school districts employing institution graduates. In this case, anyone who holds a degree from the institution is counted, not just those recommended for initial Missouri certification by the institution. A change in the Department's certification database in 1988 makes it impractical to retrieve initial certification information for those who received their teaching certificates prior to 1988.